Teacher Immediacy

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The Perception of Immediacy and its Effects on Motivation and Learning
Daniel LaRocca
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### Immediate Behaviors
- Communicate availability, attentiveness, and social accessibility and produce interpersonal closeness while reducing psychological distance

### Defining Terms
- **People are drawn towards persons they like, evaluate highly and prefer**
- **Behaviors that convey a message of confidence and comfortability are known as **Immediate Behaviors**
- **An instructor engaging in immediate behaviors is acting with Teacher Immediacy**
- **Teacher Immediacy is believed to have profound influence on Student Motivation and Student Learning**
- **There are two types of immediacy: Verbal Immediacy and Nonverbal Immediacy**
- **The ranges of immediate behaviors fall under the following categories:** Haptics, Oculessics, Kinesics, Chronemics, Proxemics, Olfactics, Tone, Volume, Diction, and Syntax

### Theoretical Framework
- **Efficiency** in the classroom increases from two main sources: improvements in student-teacher communications and reduction in downtime
- Immediate behavior by definition increases interpersonal closeness between student and teacher which is believed to increase efficiency in **student-teacher interactions**
- Improvements in student motivation are believed to improve student **participation** and reduce student **misbehavior** within the classroom
- **Verbal immediacy** consists of positive language, proper use of names, proper pacing, and exclusion of incoherent intrusions
- **Nonverbal Immediacy** consists of unobtrusive hand gestures, proper body language and placement, eye contact, and proximity. Nonverbal immediacy is believed to have more effect than Verbal immediacy

### Implications
- **The relationship between immediate behaviors and students is currently incomplete**
- Educators stand to gain a lot of useful information simply through awareness and implementation of proper and improper instructor misbehaviors
- Awareness of types of immediate behaviors is often enough to make substantial improvements to immediate behaviors within the classroom.

### Lookng Forward
- **Immediacy has profound effects on motivation and learning, the focus must now turn to the types of immediate behavior that are most helpful and the misbehaviors that are most detrimental**
- In order to increase awareness and understanding of immediacy, it is imperative that more teacher action research focus upon the topic
- I will delve deeper into immediacy next fall during student teaching

<table>
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<th>Immediate Behaviors</th>
<th>Theoretical Framework</th>
<th>Implications</th>
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| **Behaviors that convey a message of confidence and comfortability are known as Immediate Behaviors** | **Student Learning** benefits tend to be strongly correlated with reported perceptions of immediacy
| **An instructor engaging in immediate behaviors is acting with Teacher Immediacy** | **Student Misbehavior** within a classroom is often indicated by misbehavior outside of a classroom or in other classes and tends to not be readily correlated with immediate instructor behavior.
| **Teacher Immediacy is believed to have profound influence on Student Motivation and Student Learning** | **Instructor Misbehavior** has been shown to negate beneficial effects of proper immediate behavior.
| **There are two types of immediacy: Verbal Immediacy and Nonverbal Immediacy** | Certain immediate behaviors can become misbehaviors depending on the cultural characteristics of students
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